***GRASPS Frame***

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| ***G***  Real-World **Goal** | To understand the way their culture and family influences the development of their identity. |
| ***R***  A meaningful **role** for the student | The students play the role of investigator, as they research their family history and find out about their culture and how that contributes to their identity. |
| ***A***  Authentic real-world (or simulated) **audience** | Students will create a family tree and will write a family narrative for themselves and their family. In addition, they will create these for publication in a class culture book that will be displayed in the classroom. Therefore they will be writing for other students as well. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will investigate their family history through interviews, letters, and analysis of primary sources. They will create a family tree that can be used throughout the year as well as begin their desire to research their family further. |
| ***P***  Student-generated culminating **products** and **performances** | Students will create their family tree through analysis of primary sources that they bring to class. They will also decide information that they view as important and most telling of their culture. Additionally, students will write a family history narrative that will describe how their family influences their personal identity. Both of these products will be shared with others in a class book and will be presented to the class on a culture day. |
| ***S***  Consensus-driven performance **standards** for judging success | Teacher will create checklists and rubrics based on student discussions and decisions to use throughout the work on the products and performance assessments to ensure that they are aware of expectations. |